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ABSTRACT

The items included in this kit represent a variety of needs assessment instruments and evaluation designs and methods offered by school districts in their plans for implementation of Article 3.3, Education Code Sections 13344-13344.4, school staff preparation in the history, culture, and current problems of racial and ethnic minorities. Some are appropriate for large districts, some for small. They show diverse thinking about objectives and measurement. They deal variously with the assessment of staff needs, with patterns of attitude and opinion, and with the evaluation of inservice content, presentation methods, and outcomes. Contents include: (1) A Statement on the Goals of Multicultural Education; (2) Form IR-303, Progress Report, School Year 1973-4; (3) Staff Opinion Survey, (4) A Personal Questionnaire for Teachers of Chicano Students (Baldwin Park); (5) Pre-Program Survey of Course Expectations; Post-Course Survey of Expectations--Fulfillment (Santa Cruz); (6) Multicultural Inservice Training Institute Needs Assessment Inventory; Post-Institute Survey (Canada College); (7) Five Questions for Teachers in Evaluating Multicultural Inservice Activities; (8) Evaluation Design for 3.3 Inservice Training Program (Riverside); (9) Design for Evaluation of District Inservice Plan (Fresno); and, (10) Needs Assessment, Objectives, Activities, Assessment-Evaluation (Oceanside). (Author/JM)

ED 099442

California State Department of Education
Bureau of Intergroup Relations
721 Capitol Mall, Room 634
Sacramento 95814

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ABOUT THIS KIT OF MATERIALS FOR

NEEDS ASSESSMENT AND EVALUATION

The items included in this kit represent a variety of needs assessment instruments and evaluation designs and methods offered by school districts in their plans for implementation of Article 3.3, Education Code Sections 13344-13344.4, school staff preparation in the history, culture, and current problems of racial and ethnic minorities.

Some are appropriate for large districts, some for small. They show diverse thinking about objectives and measurement. Some reflect a focus on the history, culture, and problems of a single minority group, others on those of several groups and on the values of cultural pluralism. They deal variously with the assessment of staff needs, with patterns of attitude and opinion, and with the evaluation of inservice content, presentation methods, and outcomes.

One of the items is the form used for 3.3 progress reports on June 30, 1974. A similar form will be distributed for progress reports as of the next June 30, and the purpose of this kit is to suggest ways of preparing to answer Question No. 5 as fully as possible.

The first full year of implementation of Education Code Section 13344 will be concluded June 30, 1975. We hope that these examples will show how some school districts were planning to assess the needs and evaluate the outcomes. No doubt the authors already have begun to modify their designs or to devise other tools and procedures. We acknowledge their early efforts with thanks, and propose that by sharing the results we can improve the work of all.

UD 014 [illegible]

NOTE: An additional resource for those seeking to assess staff and other needs in a school is Evaluation Guidelines for Multicultural/Multiracial Education (copyright 1973 by National Study of School Evaluation), a 56-page publication designed primarily for secondary schools which includes two short-form survey instruments, a student opinionnaire and a teacher opinionnaire. The opinionnaires are packaged separately and may be purchased in quantity from NSSE, 2201 Wilson Boulevard, Arlington, Virginia 22201.

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FRG:bs
10/18/74

California State Department of Education
Bureau of Intergroup Relations
721 Capitol Mall, Room 634
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A STATEMENT ON NEEDS AND GOALS OF MULTICULTURAL EDUCATION

Most of the racial and ethnic minority students in California are handicapped in learning because of their separation and isolation from other children in the public schools. The influence of social and economic deprivation and the cumulative effects of discrimination and disadvantage are reinforced by racial, ethnic and socioeconomic isolation. The cultural and ethnic heritage of minorities has not been dealt with adequately in curriculum or in the professional development of teachers and other school staff.

Most majority-group students also are handicapped, not only by inadequacies of curriculum and staff development but by the lack of realistic opportunities for experience in association with minority-group peers and minority-group staff. This tends to perpetuate stereotypes of superiority, and distrust and suspicion of those who are different.

In numbers, nearly one-third of the 4.4 million students in California public schools are members of racial and ethnic minority groups. That proportion increases each year. Native Americans, Blacks, Asians, and the Spanish-surnamed are concentrated in certain regions and districts. More than one in five of all California students attend schools of predominantly minority composition. Among them are three-quarters of all the Blacks, nearly half of all the Spanish-surnamed, and more than half of all the minority-group students in the state. Other schools have few minority students or none; nearly 42 percent of "Anglo" majority-group children attend schools less than 10 percent minority.

Opportunities for integrated education, in schools which are racially and ethnically diverse, are relatively scarce. While there are obstacles to desegregation which will take many years to overcome, there is a need for planned learning experiences which have specific objectives designed to prepare all students and school personnel intellectually, emotionally and socially so that they may participate on equal terms in a culturally diverse, democratic society.

Multicultural education is an interdisciplinary process leading to the recognition of human dignity and the development of respect for diverse peoples in this country and the world, with understanding and acceptance of differences between and among groups. This educational process, although it is not a substitute for desegregation, must be adapted to function in every school, whatever its racial and ethnic composition.

Multicultural education embraces cultural pluralism, bilingual and cross-cultural education, ethnic heritage studies, desegregation and integration of students and staff, community involvement, and intergroup and human relations. It requires staff development to enable teachers and all staff to relate effectively to the heritage and the educational needs of all children. It is an evolving, dynamic process with several related goals.

... IN EVERY SCHOOL ...

Goal I. Self-concept and attitudes toward school and learning are equally positive in students of all ethnic groups.

Goal II. Academic achievement of students from all ethnic groups matches or exceeds accepted norms.

Goal III. Multiethnic, multicultural activities are developed in which curriculum materials, teacher attitudes, and teaching procedures provide each child with an opportunity to understand and to develop pride in his own ethnic heritage and to understand, respect and accept the ethnic heritage of other groups in the classroom and in society.

Goal IV. Educators of all ethnic groups are integrated throughout the staff of the school so that the opportunity structure is equally open to all. This implies that educators from all ethnic groups are recruited and come to hold statuses and play roles at all levels.

... IN SCHOOLS WITH A DIVERSE RACIAL AND ETHNIC POPULATION ...

Goal V. Students of all ethnic groups are integrated into the social system of the school so that students of all ethnic groups hold comparable statuses and play comparable roles. This means that children of all ethnic groups come to perceive each other as peers and friends, and that the distribution of valued statuses and roles in the school is similar for all groups.

Goal VI. Parents of children of all ethnic groups are integrated into the life of the school so that they hold comparable statuses and play comparable roles in school-related organizations and activities.

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Bureau of Intergroup Relations

PROGRESS REPORT, SCHOOL YEAR 1973-4

School Staff Inservice Preparation
in History, Culture, Problems of Minorities

(Article 3.3, Education Code 13344-13344.4)

(Mail to Bureau of Intergroup Relations, State Department of Education, 721 Capitol Mall, Sacramento 95814, on or before June 30, 1974)

1. Attach any additional information or materials requested by the State Department of Education when program plan was approved. (NOTE: Refer to approval letter and Form IR-302.)

2. Attach any program plan revisions for which you are requesting State Department of Education approval.

3. List inservice activities within the scope of Article 3.3 (other than college courses) which were conducted by district or schools between July 1, 1973 and June 30, 1974. (Give title, brief description.)	Number of Hours of Instruction	Number of Sessions	Number Completing Course or Activity			
			Teachers	Principals	Other Professional School Staff	Others

4. List college and university courses approved by the State for 3.3 purposes which were completed by members of staff between July 1, 1973 and June 30, 1974.	Name of Institution	Course Designation	Number of Units	Semester (S) or Quarter (Q)	Number of Staff Completing Course

5. Summarize the results of evaluation of each course or activity in terms of the knowledge, skills, attitudes and performance of teachers and others who participated, and their reactions to the inservice course work. (Attach additional pages as needed.)

Signature

Date

Title

3/29/74
FG:ft

California State Department of Education
Bureau of Intergroup Relations
721 Capitol Mall, Room 634
Sacramento 95814

_____ School District

STAFF OPINION SURVEY*

For the purposes of this survey, "Mexican American" refers to all students of Latin descent, most of whom will have Spanish surnames. Use your best judgment in identifying these students if you have any problem in this regard. "Intergroup relations" refers to the interaction of persons from different ethnic groups (Mexican Americans, Blacks, "Anglos," Asian Americans, etc.). If you are unable to answer any of the questions because of your particular work assignment, simply leave the question unanswered.

1. I work at: _____
(name of school or work location)

2. I work as: _____ Classified _____ Aide _____ Teacher _____ Administrator

3. Listed below are a number of possible long-range objectives for the public schools. Please express your opinion as to the importance of each objective.

	Very Important	Somewhat Important	Not Important
a. Transmitting a thorough knowledge of subject matter	____	____	____
b. Preventing dropouts	____	____	____
c. Developing students' interests in political processes and social studies	____	____	____
d. Maintaining order and quiet in the school	____	____	____
e. Increasing students' motivation and desire to learn	____	____	____
f. Helping students learn to live with persons who are of a different racial or ethnic background	____	____	____
g. Developing students' concern for others	____	____	____

*This instrument was prepared for use in a district in which the minority population was predominantly Mexican American. With a few changes it could be adapted to districts of other ethnic composition.

	Very Important	Somewhat Important	Not Important
h. Developing an outstanding physical education program	____	____	____
i. Responding to the individual academic needs of students	____	____	____
j. Preparing a high proportion of students for college	____	____	____
k. Providing vocational education for non-college bound students	____	____	____
l. Improving the self-image of students	____	____	____
m. Helping students acquire basic skills	____	____	____
n. Other (please describe)	____	____	____

Comments:

4. Listed below are some problems teachers may face in the classroom. To what extent do these problems exist at your school?

	Frequently	Sometimes	Rarely or Never
a. Teaching students whose abilities are very different from one another	____	____	____
b. Hostility among students from different ethnic groups	____	____	____
c. Getting students to do assignments	____	____	____
d. Dealing with defiance	____	____	____
e. Trying to help students with their personal problems	____	____	____

	Frequently	Sometimes	Rarely or Never
f. Getting subject matter across effectively	____	____	____
g. Raising academic achievement of students	____	____	____
h. Increasing motivation of students	____	____	____
i. Inadequate physical facilities	____	____	____
j. Tension between teachers and students of other ethnic groups	____	____	____
k. Getting students to pay attention	____	____	____

5. Following are a number of statements regarding possible intergroup relations problems in the schools. Please check all of those items that you think generally are applicable in your school or the district.

a. There is very little intergroup tension and any problems have been greatly magnified by a few individuals ____

b. The staff lacks knowledge or background about persons from different ethnic groups ____

c. The staff has high standards for classroom performance and expect that Mexican American students will not meet these standards ____

d. The staff lacks empathy with Mexican American students ____

e. The staff fears criticism for expressing views on intergroup relations issues ____

f. The staff resents the extra energy and time required to deal with intergroup relations problems ____

g. There is lack of strong support from the administration for working on these problems ____

h. There is a lack of money for the extra staff, participation in workshops, etc., required to deal with intergroup relations problems ____

i. There is a great gap between the school staff and most of the community regarding standards for education, values, intergroup relations, etc. ____

j. Anglo parents resist work on intergroup relations problems ____

k. Mexican American parents resist work on intergroup relations problems ____

l. There is community pressure on staff who openly try to improve intergroup relations ____

Comments:

6. Following are a group of statements about possible ethnic differences in the schools. Please indicate your personal opinion about each statement.

	Basically Agree	Basically Disagree
a. School facilities are fairly equal throughout the district. Schools with a substantial number of Mexican American students are little different from those with few Mexican American students	____	____
b. The quality of teaching is fairly equal throughout the district. The average level of teacher experience, skill and dedication is similar in all schools, regardless of ethnic composition	____	____
c. The range of academic ability is fairly equal among all ethnic groups. The <u>potential</u> to achieve well is found in about the same degree among Mexican American students as it is among Anglo students	____	____
d. Mexican American students presently are achieving, on the whole, as well as Anglo students	____	____
e. Without discussing the reasons for this situation, it is correct to say that achievement generally is correlated with the ethnic characteristics of a school's student population: the higher the proportion of Anglo students the higher the achievement	____	____

	Basically Agree	Basically Disagree
f. Ethnic balance in the schools probably would improve the achievement of Mexican American students without loss in achievement by Anglo students	____	____
g. It is more difficult for most administrators and teachers to work in schools with substantial Mexican American populations because these schools generally have more problems (discipline, motivation, etc.)	____	____
h. If the ethnic composition of the schools remains essentially unchanged, staff should be reassigned every 3 to 5 years so that everyone will have an opportunity to work throughout the district	____	____

Comments:

7. As far as ethnic composition is concerned, in what kind of school would you prefer to work?

a. An all Anglo school ____

b. A mostly Anglo school but with some Mexican American students ____

c. A school that has about half Mexican American students ____

d. A mostly Mexican American school but with some Anglo students ____

e. A school with all Mexican American students ____

Comments:

8. Do you believe that intergroup relations problems will tend to increase or decrease if the Mexican American population continues to grow and expand within this district?

_____Increase

_____Decrease

Comments:

9. How serious do you consider the problem of intergroup tension in your school?

_____ Very serious, needs urgent attention
_____ Serious
_____ Not serious, isolated incidents only

Comments:

10. Do you believe that it requires any special attitudes or skills to be successful in working with Mexican American students?

_____ Yes
_____ No

Comments:

11. How much more comfortable do you believe most Anglo staff in your school feel in working with Anglo students, as compared to working with Mexican American students?

_____ No more comfortable
_____ Somewhat more comfortable
_____ A lot more comfortable

Comments:

12. How serious do you consider the educational problems (motivation, achievement, etc.) of low-income Anglo students in your school?

_____ Very serious
_____ Serious
_____ Not serious

Comments:

13. Do you consider the problems (motivation, achievement, etc.) of low-income Mexican American students to be similar to those of low-income Anglo students in your school?

_____ Similar
_____ Similar in some ways
_____ Different

Comments:

14. How serious do you consider the problems (motivation, achievement, etc.) of minority group students in your school who are not Mexican American, such as Negro, Oriental, Indian, Polynesian, etc.?

_____ Very serious
_____ Serious
_____ Not serious

Comments:

15. About what percentage of your students, by ethnic group, do you believe now have the ability to complete successfully a college-preparatory high school program? (Please make an "educated guess")

_____ % of my Anglo students could

_____ % of my Mexican American students could

Comments:

16. About what percentage of the parents of students in your classroom are greatly concerned about having their children succeed scholastically? (Please make an "educated guess".)

_____ % of the Anglo parents

_____ % of the Mexican American parents

Comments:

17. Do Mexican American students tend to mix freely with all students at recess, at lunchtime, and at school-sponsored activities?

_____ They mix very well
_____ Some stay with their own ethnic group
_____ Most stay with their own ethnic group

Comments:

18. Do Mexican American students tend to participate freely in classroom activities and discussions?

_____ Participate very freely
_____ Not as freely as most Anglo students
_____ Mexican American students participate very little in classroom activities and discussions

Comments:

19. How important do you consider each of the factors listed below in creating discipline problems which may be found among your students in your school? If a factor is unimportant, omit it. For the factors that you consider important, please number in order of importance ("1" means most important, "2" next most important, etc.)

_____ General permissiveness in our society
_____ Home and peer environment
_____ Ethnic background of students
_____ Refusal of teachers to set limits
_____ Emotionally disturbed or anti-social students
_____ Prejudiced school employees
_____ Inadequate quality of teaching
_____ Lack of meaningful curriculum
_____ Other factors (please explain)

Comments:

20. How important do you consider each of the factors listed below in creating attendance problems which may be found among your students in your school? Again, number in order of importance; omit those not considered important.

_____ Ethnic background
_____ Lack of interest in education
_____ Economic considerations in the home
_____ Illness
_____ Communication difficulties between parents and schools
_____ Lack of a meaningful curriculum
_____ Perception of school staff as impersonal and indifferent
_____ Students kept home to baby sit
_____ Difficulty in getting to school
_____ Other factors (please explain)

Comments:

21. In working with Mexican American students, do you believe that the schools in this district should stress the "melting pot" point of view ("we are all American with a variety of individual differences") or that of "cultural pluralism" ("America is a country of many peoples and cultures, each with its distinct group identity and contribution")? The goal of the first is eventual assimilation; the goal of the second is maintenance of group differences.

_____ Melting pot
_____ Cultural pluralism

Comments:

22. How much need do you believe exists for more emphasis on classroom discussion of such "controversial" and perhaps emotional issues as the civil rights movement, urban riots, black power, contemporary intergroup problems, etc.?

_____ Probably should be less emphasis
_____ No change of emphasis needed
_____ There is much need

Comments:

A PERSONAL QUESTIONNAIRE FOR TEACHERS OF CHICANO STUDENTS

_____1. Can you identify the problems that hinder open and honest communication between: yourself and your principal, your fellow teachers, your students?

_____2. Do you inspire your students to respect one another and be open and honest in their communications: with you and with other students?

_____3. Have you read any books or articles lately to increase your understanding of and sensitivity to: the particular aspirations, needs, problems, frustrations of Mexican-American children?

_____4. Have you worked directly and indirectly: to dispel misconceptions, stereotypes, prejudices and other adverse feelings that members of one group have against members of another group?

_____5. Do you take the initiative in dispelling prejudices, stereotypes and misunderstandings among students?

_____6. Do you listen with an open mind to students and faculty members of other groups, even if their communications are initially disturbing or divergent from your own thinking?

_____7. Do you strive to avoid expressions and actions which are unnecessarily offensive to members of other groups?

_____8. Do you take the initiative in discouraging or preventing patterns of informatl discrimination, segregation, or exclusion of minority group members from school clubs, committees, etc.?

_____9. Do you utilize techniques and methods, such as improvisational dramatics, role-playing, joint planning of programs by teachers and students, small group sensitivity discussions, analysis of group roles, that will increase spontaneity and honesty of expression, and an understanding of the dynamics of group interaction?

_____10. Are you aware that group prejudices and antagonisms might be reenforced by homogeneous or ability grouping, and have you taken steps to prevent this reenforcement?

_____11. Do you try to prevent latent prejudices or stereotyped thinking from unfairly influencing your discipline or evaluation of students?

_____12. Does your outside reading assignment include accounts of all races and interracial experiences, and are you familiar with bibliographies containing such readings?

_____13. Have you checked with your school librarian to learn how much material of this type is available in your school library?

_____14. Do you show Mexican American as well as other white family groups on your bulletin board displays?

_____15. Do displays of work and play groups show Chicano and other white people working and playing together?

_____16. Do your classroom pictures of great people include Mexican Americans as well as other minority groups?

_____17. Have you discarded pictures or posters that reenforce Chicano stereotypes, or stereotypes of other minority groups?

_____18. Do you occasionally look through such newspapers as La Opinion to obtain appropriate pictures of Mexican Americans that can be used in classroom displays?

_____19. Do your pictures of cities include barrios as well as high-rise apartments and pretty houses?

_____20. Do you use magazine and newspaper articles relating to interracial experiences and problems that can be discussed in class for better human relations?

_____21. Do your pictures and posters create a sympathetic awareness of Chicano children and groups?

_____22. Have you evaluated your textbooks to determine whether they they contain fair and appropriate treatment of Mexican Americans and other minority groups?

_____23. Have you made efforts to overcome the deficiencies of your textbooks treatment of minority groups?

_____24. Do your students have opportunities to learn democratic skills and values by interacting in problem-solving groups?

_____25. Do you use problem-solving groups which concern themselves with real problems in intergroup relations which have immediate relevance to the lives of your students?

_____26. Do you organize and present your material (units of work) to include major contributions of Mexican Americans?

_____27. Have you visited or otherwise personally familiarized yourself with the families and communities of your students?

_____28. Have you made efforts to involve the parents or guardians of your students in school activities?

_____29. Have you attempted to establish and maintain some meaningful contact and dialogue with the parents, guardians and communities from which your students come?

_____30. Do you attempt to give special help to any child who needs it without being patronizing?

CURRICULUM DEVELOPMENT QUESTIONNAIRE

The following areas can be identified as highly desirable when a teacher has to deal with bilingual, bicultural children in the classroom. Please select three areas that you perceive as your highest personal interest; mark the highest one with the numeral "1"; the next to the highest with the numeral "2"; and the 3rd most high, mark it as a "3".

How would you like to proceed and acquire knowledge in these areas?
Place a checkmark (✓) in the block.

	Lectures	Seminars	Committees	Workshops using a variety of methods	Small Group Discussions	Individual Learning Packages
Area #____. Develop a workable Spanish vocabulary for teacher to use when presenting Math to Spanish speaking children.						
Area #____. Develop presentations which can be used when the teacher introduces cultures, folklore, customs, etc., in a Social Studies class.						
Area #____. Develop Literacy and Reading skills which will bring Mexican American and Anglo American literature into a Language Arts class.						
Area #____. Develop a workable Spanish vocabulary for teachers to use when presenting a Science class to Spanish speaking children.						
Area #____: Develop a workable Spanish vocabulary for teachers to use when presenting a Physical Education class to Spanish speaking children.						
Area #____: Develop an approach which will facilitate appropriate behavior and enhance teacher-pupil relations when the teacher is teaching Spanish speaking children.						
Area #____: Develop presentations which will help bring Mexican Art and Music appreciation into the classrooms.						
Area #____: Develop an approach for dealing with "Unconscious cultural clashes" in your classroom.						

	Lectures	Seminars	Committees	Workshops Using a variety of methods	Small Group Discussions	Individual Learning Packages
Area #____: Develop approaches for dealing with motivation patterns of the Mexican American children in your classroom.						
Area #____: Develop practices to be used by the teacher and all other pupils willing to show knowledge, respect and pride of other cultures where Mexican American children are involved.						

Baldwin Park Unified School District
3699 North Holly Avenue
Baldwin Par, CA 91706

Pre-Program Survey of Course Expectations

Our needs assessment has indicated a requirement for certain outcomes as a result of our inservice program on the history, culture, and current problems of our minority children. We need information from you regarding your expectations from the program. Please give considerable thought to your responses and make them as complete as possible. These responses will be used in helping to insure that the program content will really meet your needs.

At about mid-course and at the end of the course you will be asked to comment on the extent to which your expressed needs are being met. This will assist us in making needed adjustments and in evaluating the program effectiveness.

Program Planning Committee
Santa Cruz City Schools

Name _____

Please list the knowledges and/or skills you feel you need to acquire in order to improve your functioning in each category listed below:

1. To what details do you feel you need to address yourself in order to Gain a Better Understanding of the Attitudes of Our Minority Children As They Relate to Our School?

2. What knowledges or skills do you need to acquire in order to become More Aware Of, and to Better Understand Our Minority Childrens' Contributions to Our School Community?

3. What information, knowledge, or activities do you feel would be helpful to you in Gaining a Better Understanding of the Aspirations and Hopes For the Future of Our Minority Children?

4. What learnings and acquisitions would be of value to you in helping you to Build the Self-esteem of Our Minority Children?

5. What information, knowledge, skills, etc. would assist you in helping all our children Accept and Appreciate Their Differences and Improve Relations Among the Racial and Ethnic Groups in Our School?

(If more space is needed in any category please use back of form)

6. What activities, abilities, skills, or knowledge would you like to receive from the Program in order to help you Improve Instruction in Reading and Language Arts For the Mexican and Black Children in Our Predominantly White Setting?

_____

_____

_____

Name _____

Post-Course Survey of Expectations-Fulfilment

With your responses listed on your "Pre-Program Survey of Course Expectations" before you, please respond to each item you listed in terms of the degree to which you feel those expectations have been met in the Program to this point.

List Of Participant's Pre-Program Expectations	Degree to which Expectations were met (check one)				Additional Remarks
	Thoroughly	In part	Slightly	Not at all	
1. Understand Attitudes					
2. Appreciate Contributions					
3. Understand Aspirations					
4. Build Self-esteem					

List of Participant's Pre-Program Expectations	Degree to which Expectations were met (check one)				Additional Remarks
	Thoroughly	In part	Slightly	Not at all	
5. Intergroup Relations					
6. Improve Instruction					

Santa Cruz City Schools
133 Mission Street
Santa Cruz, CA 95060

Cañada College
Multicultural Inservice
Training Institute

NEEDS ASSESSMENT INVENTORY

PART 1: DIRECTIONS

The items listed below were extracted from participants in the 1973-74 Institute. We would like to determine the extent to which these items are of general concern to your group.

First, however, we need a little information from you.

My position in the school district is _____.
(If you do not work in a school position, please indicate the kind of relationship you have with schools. For example, maybe you are an interested parent.)

I work mostly at these grade levels _____.

My ethnic group is _____.

My sex is _____ female _____ male.

I have ____ years of professional experience in education.

Now, please complete the items below and on the next 2 pages by checking (✓) for each item the extent to which it represents your need for specific information or help during the Institute. At the end of the Institute you will be asked to indicate to what extent your needs for information and help were met.

Knowledge of Different Ethnic Groups	I need much help with this.	I need some help with this.	I don't need help with this.
1. Knowledge and comprehension of the history, culture, customs and values of the various ethnic groups in my classroom, school building, or district.	_____	_____	_____
2. Knowledge of the different learning styles, attitudes toward school, and motivations of the various ethnic groups in my classroom, school building or district.	_____	_____	_____
3. Recognition of evidence of conscious and unconscious stereotyping and discrimination toward minority students.	_____	_____	_____
4. Procedures for dealing effectively with evidence of discrimination and racism between			
a. students	_____	_____	_____
b. teachers and students	_____	_____	_____
c. staff members	_____	_____	_____

Gaining Support for My Program	I need much help with this.	I need some help with this.	I don't need help with this.
1. Procedures for obtaining the support of staff within my building for a multicultural program.			
2. Procedures for obtaining the interest and support from the district administration for a multicultural program.			
3. Procedures for developing student interest and involvement in a multicultural program.			
4. Procedures for developing parent involvement and support for a multicultural program.			
5. Procedures for developing trust from members of ethnic groups other than my own.			
General Resources in Curriculum Development			
1. Lists of instructional materials (books, bibliographies, audio-visual and other materials) representative of the ethnic groups in my building.			
2. Techniques for organizing and presenting materials that will be effective in acquainting students with knowledge of their own and other cultures.			
3. Techniques for developing my own multicultural teaching units and learning achievement packages.			
4. Lists of community resources that will be helpful in developing and teaching my multicultural curriculum.			
5. Techniques for evaluating the effectiveness of the multicultural program in my classroom.			

Skills Within the Classroom	I need much help with this.	I need some help with this.	I don't need help with this.
1. Techniques for helping minority students raise the level of their self-image.			
2. Techniques for helping students accept and respect the customs and values of ethnic groups other than their own.			
3. Techniques for resolving conflicts between different minority and ethnic groups.			
4. Techniques for integrating pupils of different ethnic groups into a workable classroom unit.			
5. Techniques for teaching non-English speaking students.			
6. Techniques for teaching students whose English language pattern is different from the standard English pattern.			

Other

Please list any concerns or problems that you have experienced or anticipate in trying to establish a multicultural curriculum that have not been listed above.

Cañada College
Multicultural Inservice
Training Institute

POST-INSTITUTE SURVEY

PART 3: GENERAL DIRECTIONS

This part has separate sections for teachers, administrators and central office professional personnel, paraprofessionals, and others (parents, clerks, etc.).

Teachers should respond only to Section A.
Administrators and central office professional personnel should respond only to Section B.
Paraprofessionals should respond only to Section C.
All others should respond only to Section D.

In this section we wish to determine how responsive the Institute was to the needs you expressed through the Needs Assessment Inventory taken early in the Institute. Specifically, we would like to know if you learned certain specific skills and knowledge which will be helpful to you in implementing a multicultural education program in your building or school district.

Please turn to Section A, B, C, or D (depending upon your position) for specific directions.

3. Section A: For Teachers Only

The items below are those for which 50% or more of teachers indicated much need for help at the beginning of the Institute. Please place a check (✓) in the appropriate column to indicate the extent to which you feel your competence with respect to these items has been increased as a result of the Institute.

	My competence has been increased considerably.	My competence has been increased somewhat.	My competence has been increased little to none.
Techniques for organizaing and presenting materials that will be effective in acquainting students with knowledge of their own and other cultures.	____	____	____
Techniques for developing multicultural teaching units and learning achievement packages.	____	____	____
Lists of community resources that will be helpful in developing and teaching my multicultural curriculum.	____	____	____
Techniques for helping minority students raise the level of their self-image.	____	____	____
Techniques for helping students accept and respect the customs and values of ethnic groups other than their own.	____	____	____

PART 3, Section A: For Teachers Only (cont'd.)

Please cite a specific technique you were provided which has increased your competence to any degree for any two of items 1, 2, 4 or 5 on the preceding page.

Item No. _____

Item No. _____

PART 3, Section B: For Administrators and Central Office Professionals Only

The items below are those for which 50% or more of administrators and central office professionals indicated much need for help at the beginning of the Institute. Please place a check (√) in the appropriate column to indicate the extent to which you feel your competence with respect to these items has been increased as a result of the Institute.

	My competence has been increased considerably.	My competence has been increased somewhat.	My competence has been increased little to none.
1. Procedures for dealing effectively with evidence of discrimination and racism between			
a. students	____	____	____
b. teachers & students	____	____	____
2. Techniques for organizing and presenting materials that will be effective in acquainting students with knowledge of their own and other cultures.	____	____	____
3. Techniques for helping minority students raise the level of their self-image.	____	____	____
4. Techniques for helping students accept and respect the customs and values of ethnic groups other than their own.	____	____	____
5. Techniques for resolving conflicts between different minority and ethnic groups.	____	____	____

PART 3, Section B: For Administrators and Central Office (cont'd)

Please cite a specific technique you were provided which has increased your competence to any degree for any two of the items on the preceding page.

Item No. _____

Item No. _____

PART 3, Section C: For Paraprofessionals Only

The items below are those for which 50% or more of paraprofessionals indicated much need for help at the beginning of the Institute. Please place a check (√) in the appropriate column to indicate the extent to which you feel your competence with respect to these items has been increased as a result of the Institute.

	My competence has been increased considerably.	My competence has been increased somewhat.	My competence has been increased little to none.
1. Procedures for developing parent involvement and support for a multicultural curriculum.	___	___	___
2. Lists of instructional materials (books, bibliographies, audio-visual and other materials) representative of the ethnic groups in my building.	___	___	___
3. Techniques for organizing and presenting materials that will be effective in acquainting students with knowledge of their own and other cultures.	___	___	___
4. Techniques for developing multicultural teaching units and learning achievement packages.	___	___	___
5. Techniques for evaluating the effectiveness of the multicultural program in my classroom.	___	___	___

PART 3, Section C: For Paraprofessionals Only (cont'd)

Please cite a specific technique you were provided which has increased your competence to any degree for any two of items 1, 3, 4, and 5 on the preceding page.

Item No. _____

Item No. _____

PART 3, Section D: For Clerks, Parents, and Others

The items below are those for which 50% or more of clerks, parents, and certain others indicated much need for help at the beginning of the Institute. Please place a check (√) in the appropriate column to indicate the extent to which you feel your competence with respect to these items has been increased as a result of the Institute.

	My competence has been increased considerably.	My competence has been increased somewhat.	My competence has been increased little to none.
1. Procedures for dealing effectively with evidence of discrimination and racism between staff members.	____	____	____
2. Procedures for developing parent involvement and support for a multi-cultural program.	____	____	____
3. Techniques for organizing and presenting materials that will be effective in acquainting students with knowledge of their own and other cultures.	____	____	____
4. Techniques for developing multicultural teaching units and learning achievement packages.	____	____	____
5. Techniques for evaluating the effectiveness of a classroom multicultural education program.	____	____	____
6. Techniques for resolving conflicts between different minority and ethnic groups.	____	____	____

PART 3, Section D: For Clerks, Parents, and Others (cont'd)

Please cite a specific technique you were provided which has increased your competence to any degree for any two of the items on the preceding page.

Item No. ____

Item No. ____

Cañada College
4200 Farm Hill Boulevard
Redwood City, CA 94061

California State Department of Education
Bureau of Intergroup Relations
721 Capitol Mall, Room 634
Sacramento 95814

FIVE QUESTIONS FOR TEACHERS IN EVALUATING MULTICULTURAL INSERVICE ACTIVITIES

1. Describe one example of a change or new procedure in your work which has resulted from what you learned in this course or program.

2. Demonstrate what you learned by submitting something you have done, such as:

    a. A lesson plan on a topic which involves students' ethnic awareness or multicultural understanding.

    b. An audio-visual aid for teaching ethnic awareness or multicultural understanding.

    c. A paper analyzing special needs of minority students in your class or school.

    d. A report of your observations in another school or classroom concerning the effectiveness of an administrator or teacher in relating to minority students and their families.

    e. A paper proposing changes in your school to improve the conditions of education for minority students.

3. Explain how this course or program will help you to:

    a. Understand the background and learning problems of minority students.

    b. Relate to minority students and their families.

    c. Improve relationships among students of different groups.

    d. Find and use resources and strategies appropriate to your classroom or school.

4. What do you suggest to improve the course or program when it is repeated for others?

5. Do you intend to participate in other courses or programs concerning the history, culture, and current problems of minorities? (If so, can you identify one or more of them?)

RIVERSIDE UNIFIED SCHOOL DISTRICT

DEPARTMENT OF RESEARCH AND EVALUATION

EVALUATION DESIGN FOR 3.3 INSERVICE TRAINING PROGRAM

The evaluation of the Riverside Unified School District program for inservice training for the 3.3 program will be based on records maintained by local course instructors and building principals. Specifically, the evaluation of this program will focus on four areas.

1. Attendance

   a. Each instructor of a district-sponsored course will maintain records of the hours of attendance for each participating staff member in his/her course. These records will be forwarded to the building principal at the completion of the course.

   b. Each building principal will maintain records of the number of hours of inservice training (either courses or workshops) attended by each of his/her staff members during each school year.

2. The acquisition of knowledge and skills

   a. The instructor of each district-sponsored course approved for this article will provide growth scores based upon pre- and posttesting for each participating staff member. These will be kept on file by each building principal.

   b. The instructor of each local college/university course approved for this program will provide the final course grade for each participating teacher. These records will be maintained by the building principal.

   c. The coordinator of each workshop or other locally-sponsored inservice approved for this program will provide an evaluation of the degree to which the workshop objectives were achieved.

3. Application of acquired knowledge and skills

   a. Each participating staff member will complete at least two workshop/course follow-up agreements during the period of participation in this program. These will be reported to, and the staff members performance rated by, the building principal.

4. Attitude assessment

   a. An attitude survey* will be given to each participating staff member at the beginning of his/her participation in the inservice program and at the completion of the hourly requirement.

These will be scored and summarized by the Department of Research and Evaluation and returned to the staff member's file maintained by the building principal.

These data will be compiled and summarized by the Department of Research and Evaluation at the end of each school year based upon records maintained by each building principal. This summary report will be forwarded to the State Department of Education as well as to participating schools and District administration.

*See sample attached.

RIVERSIDE UNIFIED SCHOOL DISTRICT
Riverside, California

DEPARTMENT OF RESEARCH AND EVALUATION

STAFF DEVELOPMENT AGREEMENT

Staff Member _____ School _____

Team _____ Starting Date _____ Completion Date _____

1. Describe the skill area which you plan to develop:

2. Describe the specific changes in yours and/or your students' behavior that you want to happen in the classroom. These should serve as a basis for evaluating the success of the activities you plan. (Please refer to item 4.)

3. Describe a plan of activities designed to achieve your objectives. After completing each activity, please rate it using the scale below:

Brief Description of Activity	Actual Date of Activity	Rating: (Was it worth your time?)			
		NO!	Qualified no*	Qualified yes*	YES!

*Please include in item 6 (comments) any reservations.

4. List previously specified changes that actually were observed. Please refer to item 2. (If you were involved in developing instructional materials, describe the end products of such efforts.)

5. Overall rating of this agreement:

	Very Effective	Effective	Partially Effective	Not Effective
Staff member				
Staff development team member				

6. Comments.

RIVERSIDE UNIFIED SCHOOL DISTRICT
Riverside, California

DEPARTMENT OF RESEARCH AND EVALUATION

WORKSHOP EVALUATION

Check one: Parent _____ Teacher _____ Alde _____ Other _____

The specific objectives are listed below. Please show how well each objective was dealt with by checking one of the boxes after each question.

School _____

Topic _____

Date _____

WORKSHOP OBJECTIVES	I still do not understand this area.	Parts of the objective were made clear to me.	Most of this objective was made clear.	I understand it well enough to explain to others.

The inservice meetings this week were relevant to my needs.

Strongly Agree _____ Agree _____ Undecided _____ Disagree _____ Strongly Disagree _____ Not Applicable

The meetings were "on track" and well organized (little time truly wasted etc.).

Strongly Agree _____ Agree _____ Undecided _____ Disagree _____ Strongly Disagree _____ Not Applicable

What would you like to know that you didn't find out?

Comments:

RIVERSIDE UNIFIED SCHOOL DISTRICT
Riverside, California

FOLLOW-UP APPLICATIONS FROM WORKSHOPS

Staff Member _____ _____ School _____ _____

Position: Teacher _____ Aide _____ Parent _____ Other _____

Person Presenting Workshop _____ Date _____

Topic of Workshop _____ _____

1. How could the method or idea presented in this workshop be applied in your classroom?

2. What specific attempt have you made to apply this method/idea in your classroom?

3. How would you rate the success of this attempted application? (Circle one)

Very Successful 1 2 3 4 5 Very Unsuccessful

4. What problems did you encounter in applying this method/idea? Please be specific.

* *

COORDINATOR'S RESPONSE:

5. How would you rate the success of this attempted application? (Circle one)

Very Successful 1 2 3 4 5 Very Unsuccessful

6. What suggestions did you provide the teacher/aide in order to help him/her solve the problems encountered? (Please summarize any verbal feedback given.)

Riverside Unified School District
3954 12th Street
Riverside, CA 92501

FRESNO UNIFIED SCHOOL DISTRICT
OFFICE OF HUMAN RELATIONS

DESIGN FOR EVALUATION OF DISTRICT INSERVICE PLAN

1. The District Human Relations Office will maintain a list of approved college courses which qualify under the provisions of Education Code Article 3.3, Section 13344. This list will identify by course number, title and description the offerings which meet the requirements of the Education Code.

2. The District Human Relations Office will maintain a list of inservice courses which qualify under the provisions of Education Code Article 3.3, Section 13344. This list will identify by topic title, description, time and credit allowed for the session(s).

3. The District Personnel Office will maintain a current listing for certificated personnel taking courses and number of units completed which may be applied against requirements established under this provision of the Education Code.

4. The District Personnel Office will maintain a current listing for all other professional school service personnel of courses and number of units which may be applied against requirements established under this provision of the Education Code.

5. The District Personnel Office will maintain a current list of persons earning inservice credit which can be applied against requirements established under the provisions, etc.

6. Principals and department heads are to maintain a record of inservice topics, description, time allotment and credit. The records are to be monitored, compiled at the end of each semester, and reported to the appropriate office(s).

   Records will be kept in such a manner that the achievements in the above area can be measured.

7. The District Personnel Office will prepare a report at the end of each reporting period beginning in June 1975, which lists by name all professional school staff personnel, summarizing the number of units completed since January 1974.

8. The district will extend the ethnic studies program to all schools having 25% or more minority population and provide appropriate inservice for the school staffs relative to the implementation.

9. The district's intergroup relations program will be implemented at all schools within the district and schools will submit reports of activities each month to the Office of Human Relations.

10. By June 1975, 70% of certificated staff at identified schools will have completed at least two units of college level training or the equivalent of thirty hours of district inservice related to this program in courses which meet the criteria established under the provisions of Article 3.3, Section 13344 of the Education Code.

11. By June of 1976, 100% of certificated staff at identified schools will have completed at least four units of college level training or the equivalent of sixty hours of district inservice related to this program in courses which meet the criteria established under the provisions of Article 3.3, Section 13344 of the Education Code.

12. By June 1975, 50% of all other professional school service personnel at identified schools will have completed at least two units of college level training or the equivalent of thirty hours of district inservice related to this program. Courses and inservice training must meet the criteria established under the provisions of Article 3.3, Section 13344 of the Education Code.

13. By June of 1976, 70% of other professional school service personnel at identified schools will have completed at least four units of college level training or the equivalent of sixty hours of district inservice related to this program. Courses and inservice training must meet the criteria established under the provisions of Article 3.3, Section 13344 of the Education Code.

FRESNO UNIFIED SCHOOL DISTRICT

Professional School Personnel Evaluation of Course Content and Field Experiences Pursuant to Education Code Article 3.3, Section 13344.

Name _____

School _____

Title of Course or Inservice Topic _____

Instructor(s) _____

Hours _____ Credit _____

1. Was coverage of important aspects of history, culture, or current problems of social/ethnic groups in the United States of value in your work? _____ (Please explain) _____

2. Was subject matter and/or instruction at a level appropriate to the professional needs of school staff? _____ (Please explain) _____

3. In the case of courses in arts or humanities, was a connection made between social/historical influences related to race/ethnicity and the development of forms and ideas? _____ (Please explain) _____

4. In the case of courses in educational methods or skills, was there an emphasis on meeting the special needs of racial/ethnic minority students? _____ (Please explain) _____

5. Where appropriate, were there practical applications or field experiences involving contacts with minority people and institutions?

_____ (Please explain) _____

6. Suggestions for improving this course or inservice session:

_____

_____

_____

_____

_____

7. Comments: _____

_____

_____

_____

Form is to be completed at end of course or inservice series and turned in to the principal or department head.

Fresno Unified School District
2348 Mariposa Street
Fresno, CA 93721

OCEANSIDE UNIFIED SCHOOL DISTRICT
OFFICE OF SPECIAL PROGRAMS

PROGRAM DESCRIPTION

Goal: To provide on-site inservice training for all staff at each school in the district utilizing an inserive-resource team.

NEEDS ASSESSMENT	OBJECTIVES	ACTIVITIES	ASSESSMENT-EVALUATION
The Fall 1972 and 1973 Elementary and Secondary School Civil Rights Survey indicated that 15 or 18 schools were to be included in the Article 3.3 program adopted by the State Department of Education. a) Recommendation of District Steering Committee indicated that all schools should be involved with maximum participation of staff. b) Staff involved on the Steering Committee recommended on-site inservice relevant to the needs of the school and minority population served. c) Items 1, 2, 4, 5, 6, 7, 8, 9, 10, 11 recommendations of Human Relations Committee. d) Items 2, 3, 4, 5, 6, 8, 9, 10, 11, 13 recommendations of Current Problems. e) Items a, b, c, recommendations of History Committee.	1.0 By June 1976 100% of staff will have received 40 hours of inservice training on the History, Culture and Current Problems of Racial and Ethnic Minorities provided by an in-district resource inservice team. * Forty (40) hours of inservice time. 1974-75 10 meetings 1975-76 10 meetings	1.1 Advertise, screen and select inservice team - 7 members. (See appendix) 1.2 Provide inservice team with special training relative to 3.3 program. Release time, tuition, etc., for work under direction of La Verne College, spring, summer, 1974. 1.3 Inservice team meet for planning, organization of 1974-75 monthly inservice-10 days. 1.4 Hold district-wide monthly meetings with each staff to provide inservice relative to district adopted course outline. 1.5 Hold monthly on-site meetings to acquaint teachers, aides, and parents with timely topics and demonstrate related materials available for classroom use. Ex.: Pre-school orientation concerning Mexican Independance Day. Jan. preparation for Brotherhood Week, Martin Luther King's birthday.	1.1 Records in Personnel Office. 1.2 Records of hours, costs and courses kept by the personnel office. 1.3 Production of in-service plan and schedules on file with Coordinator of Special Programs. 1.4 Outline developed during summer workshop. Records and evaluations completed by inservice team and kept by Coordinator of Special Programs. Monthly meetings will be considered successful if 75% of staff rate activity as useful on project-developed rating scale. 1.5 Same as 1.4.

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PROGRAM DESCRIPTION

Goal: To provide on-site in-service training to each school in the district utilizing an in-service - resource team. (Cont'd)

NEEDS ASSESSMENT	OBJECTIVES	ACTIVITIES	ASSESSMENT - EVALUATION
		1.6 Prepare, preview, and demonstrate multi-cultural materials in a Workshop held centrally at the IRC.	1.6 The participant evaluation will show that 75% of those in attendance considered the Workshop successful on a project developed evaluation form.
		1.7 Assist each school in developing a cultural center in the library.	1.7 Records of materials and resources available to the school will be kept by the Coordinator of Media Center.
		1.8 Hold at least one "Parent Perspective" evening at the Instructional Resource Center.	1.8 The Participant evaluation will show that 75% of those in attendance considered the "Parent Prespective" evening useful on a project developed evaluation form.

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PROGRAM DESCRIPTION

~~-Goal-~~

NEEDS ASSESSMENT	OBJECTIVES	ACTIVITIES	ASSESSMENT - EVALUATION
Need determined by District Steering Committee. History Committee Rec # All	1.0 By June 1975 the resource-in-service team with IRC staff will develop a K-12 working draft of Ethnic Studies.	1.1 Research available guides and materials. 1.2 Use needs assessment and student survey to evaluate content. 1.3 Prepare a K-3, 4-6, 7-8, and 9-12 guide and produce for distribution by September 1, 1975.	1.3 Success demonstrated by production and availability of guide by September 1, 1975.
Human Relations Rec # 2, 8, 9, 11 Current Problems Rec # 3, 4, 5, 8, 9, 10, 12, 13	2.0 100% of the schools will have initiated an ethnic studies program based on the guide by November 1975. Minimum day activity 1 prior to Nov. 1975. * Six (6) hours of in-service time.	2.1 Provide in-service for staff utilizing minimum day schedule. 2.2 Provide on-going in-service for staff to encourage use of materials. Coordinated with monthly on-site meetings.	2.1 In-service will be considered successful if rated useful by 75% of staff on a district designed evaluation form. 2.2 Evidenced by records and reports of team on file in Coordinator of Special Programs Office.

PROGRAM DESCRIPTION

~~Goal:~~

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NEEDS ASSESSMENT	OBJECTIVES	ACTIVITIES	ASSESSMENT - EVALUATION
	3.0 By June 1975 the resource-in-service team will have met with all staff to consider other recommendations of the District Steering Committee and develop an action plan to be implemented by January 1976.	3.1 Meet with staff and discuss recommendation of District Steering Committee. Coordinate with monthly meeting.	3.1 The objective will be considered if programs are initiated that deal with the Committee recommendations. Records of action will be kept by the Coordinator of Special Programs.
		3.2 Develop with staff plans to resolve problem areas and program to accommodate needs.	3.2 - 3.3 Coordinator of Special Programs will report back to the Advisory Committee before January 1 and again before June 1, 1975.

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PROGRAM DESCRIPTION

Goal: To provide on-site in-service training to each school in the district utilizing the County Office developed video tape series.

NEEDS ASSESSMENT	OBJECTIVES	ACTIVITIES	ASSESSMENT - EVALUATION
The Fall 1972 and 1973 Elementary and Secondary School Civil Rights Survey indicated that 15 of 18 schools were to be included in the Article 3.3 program adopted by the State Department of Education.	1.0 By June 1976 75% of the staff will have received 20 hours of in-service training on the History, Culture and Current Problems of Racial and Ethnic Minorities provided by the San Diego County Department of Education video tapes series beamed to each school on Cable T. V.	1.1 San Diego County Department of Education in cooperation with San Diego City Schools will produce a video taped series meeting the requirements of Article 3.3.	1.1 Production of video tapes.
	* Twenty (20) hours of activity.	1.2 T. V. series will be provided by Cable T. V. at times convenient to instructional Staff.	1.2 Records of schedules for aired times.
		1.3 T. V. Program will be aired over Channel 3 which will be available in homes as well as schools.	1.3 Video taped series will be considered successful if 75% of viewers rate the program as useful on a project developed evaluation form. Records will be kept by the Coordinator of Special Programs.

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PROGRAM DESCRIPTION

Goal: To create community/school interest and cooperation in developing improved cultural understanding.

NEEDS ASSESSMENT	OBJECTIVES	ACTIVITIES	ASSESSMENT - EVALUATION
In the Spring of 1973 Community Conferences were held district-wide with over 1000 people participating. As a result of the conferences need statements were developed. The need for community involvement and understanding appeared in goals. # 1, 3, 4, 7, and 9. The District Racial, Ethnic, Cultural Steering Committee identified the need for community participation in improved human relations. Human Relations Committee Recommendation #2, 6, 9, 10. History Committee Recommendation #2, 5. Current Problems Recommendations #3, 4, 8, 14.	1.0 By June 1976 each school will hold at least two "cultural Nights" (one during 1974-75 and one during 1975-76) involving staff, parents and community. Fifteen (15) hours of activity in preparation and participation.	1.1 Hold "Cultural Night" in each school (one in each school year 1974 - 75 - 76) Plans will be developed by staff, students and parents in each school. Example: a) Multi-culture dinner b) Special interests in music, art, drama, film making, writing, dance, etc. that reflect cultural understanding. c) Student or parent panels. d) Presentation at P.T.A., Advisory Meeting, etc. e) Use of resource personne.	1.1 Each school will submit a summary of the activity to the Coordinator of Special Programs. Parents, students, staff will evaluate the activity on a school developed evaluation sheet. The activity will be considered successful if 75% of those responding rate the activity useful. Records will be kept by the Coordinator of Special Programs.
	2.0 By June 1974 the Oceanside Unified School District will sponsor a "Kick off" cultural dinner involving school/community. * Three (5) hours of in-service time.	2.1 Organize Steering Committee to plan and prepare dinner. 2.2 Secure speaker to provide "kick off" to in-service program. 2.3 Each table will be headed by leader which will moderate table discussion activities.	2.1 Program for dinner will record the recommendation and pertinent data concerning the dinner. 2.2 See programs and records in Coordinator of Special Programs' office. 2.3 The activity will be considered successful if 80% of the participants provide positive scores on a district developed evaluation.

PROGRAM DESCRIPTION

Goal: To provide a district-wide inservice program meeting the requirements of Article 3.3.

NEEDS ASSESSMENT	OBJECTIVES	ACTIVITIES	ASSESSMENT-EVALUATION
The Fall 1972 and 1973 Elementary and Secondary School Civil Rights Survey indicated that 15 of 18 schools were to be included in the Article 3.3 program adopted by the State Department of Education.	1.0 By June 1976 the Oceanside Unified School District will have conducted district wide inservice programs involving a special speaker representing each of the prominent racial/ethnic groups as reported on the Fall 1973 survey. * Fifteen (15) hours of inservice time.	1.1 Hold district cultural dinner utilizing a special speaker. 1.2 Hold district meeting at Oceanside High School - East using special speakers. 1.3 Offer special training sessions: Education In The Multi-Cultural Society (The teacher's role and responsibility in the multicultural classroom.) LVC Field Studies Program a.) 1 full day Jan. 1975. b.) 2 Minimum days 1974-75. c.) 2 Minimum days 1975-76. (See appendix for description.)	1.1 The activity will be considered successful if participants rate the speaker relevant on a project developed evaluation scale. 1.2 The activity will be considered successful if participants rate the speaker relevant on a project developed evaluation scale. 1.3 Records kept by project coordinator of attendance and sessions offered. The activity will be considered successful if participants rate the speaker relevant on a project developed evaluation scale.

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Oceanside City Unified School District
2111 Mission Avenue
Oceanside, CA 92054